The Impact of Culture/Arts, Sport and Recreation on Antisocial Behavior in Youth: Evidence and Analysis

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Table of Contents

Executive Summary 1

I. Introduction 7

II. Methodology 8

III. Risk Factors and Protective Factors 8

IV. Correlation between Culture, Sport and Recreation activities and Antisocial Behavior 10

V. Analysis of Evidence based on Protective Factors 13

VI. Barriers 17

VII. Program Recommendations 18

VIII. Conclusion 23

References 24

Appendix A 28
Appendix B 34

Executive Summary

Introduction

"Antisocial behavior is defined as a pervasive pattern of disregard for and violation of the moral or legal standards in the local culture. Those who have antisocial behavior may have an inability to get along with others or abide by societal rules".

Antisocial behavior is, as the above description states, behavior that is against the norms of local culture. This may be trouble with the law, but often is more subtle, such as skipping school, not getting along with peers or disregarding a teacher's instructions.

Considering "antisocial" in this broader context, this research began with the question, "Do Art, Culture, Sport and Recreation programs help to diminish antisocial behavior in youth?"

The answer is yes. The provision of well structured art, culture, sport and recreation programs do help youth develop positive social behavior.

This conclusion was reached through a series of research steps. First, it is shown that there are specific factors that act as a catalyst to developing anti-social behavior. There are also specific factors that act as a catalyst to growing beyond anti-social behavior.

We term these "risk factors," to mean those elements that increase the likelihood of antisocial behavior, and "protective factors," those elements that decrease the likelihood of antisocial behavior.

After identifying risk factors and protective factors, we demonstrate how art, culture, sport and recreation programs are helping to bring about protective factors and stimulate a more positive development environment for youth.

This basic research wouldn't be complete without some tangible results in terms of knowing what makes a program work well and how to get the most of program investments for youth. The end of this research identifies some barriers to youth participating in programs. It also identifies the characteristics of good programs that help youth to improve their social behavior. When we combine an understanding of the barriers with knowledge of good program characteristics, we create a valuable starting point for evaluating existing programs, improving efficiency of programs and designing new programs.

In short, research conducted by the department of Culture, Youth and Recreation has helped us to complete the following objectives:

- Identify the risk factors that contribute to the development of antisocial behavior in youth and protective factors that buffer against the negative consequences of exposure to risk factors.

- Analyze the evidence in terms of protective factors that sports and arts/culture activities have.
- Identify the barriers that limit youth from participating in these activities.
- Offer a series of recommendations for designing effective programs targeting youth involved in antisocial behavior.

Youth are in critical, formative years. Providing support and guidance at this stage is not just for youth's benefit, it's for ours. Finding opportunities to help youth develop foundationally strong social skills creates far-reaching benefits in their ability to be engaged, fulfilled adults. We cannot leave this up to chance.

Summary of Findings

Risk Factors and Protective Factors of Antisocial Behavior

Research that has been conducted pointed out that youth involved in antisocial behavior tend to have been exposed to more than one risk factor during their childhood and adolescence. However, studies also found that children with exposure to multiple risk factors often escaped their impact. Protective factors offer an explanation for why children and adolescents who face the same degree of risk may be affected differently.

Risk Factors

- Individual factors include early antisocial behavior such as aggression, violence and substance use; hyperactivity/attention deficit disorder, learning disability; poor cognitive development and low intelligence; beliefs and attitudes favorable to deviant or antisocial behavior;
- Family factors include parental history of deviant behavior, or criminality; poor family management such as a lack of parental supervision; poor family bonding and conflict; parental attitudes favorable to substance use and violence;
- Community factors include poverty; community disorganization and low neighborhood attachment; availability of drugs and firearms; neighborhood adults involved in crime;
- School factors include early academic failure; low bonding to school; truancy and dropouts; and
- Peer factors include peer rejection; association with delinquent peers, such as gang membership; having delinquent siblings.

Protective Factors

- Strong bonds with positive family members, adult role model and friends.
- Development of social skills through participation in positive social activities.
- Development of cognitive skills.
- High self-confidence and self-esteem.

Analysis of Evidence

The evidence reviewed suggests that participating in culture/arts, sport and recreation activities reduce antisocial behavior in youth because these activities provide youth with the following protective factors:

- **Development of Social Skills**
  Youth involved in antisocial behavior are likely to have difficulty in communicating with others including their peers, families, and teachers. The studies pointed out that culture/arts, sport and recreation activities help youth develop communication skills. In particular, a program combined with conflict resolution education is shown to be effective in developing youth's social skills.

- **Building Strong Bonds with Positive Adults and Peers**
  Participation in culture/arts, sport and recreation activities provide youth with opportunities to have positive adult role models and have relationships with other positive peers and older youth who used to be involved in antisocial behavior. These older youth can lead and guide them to have a positive life style.

- **Development of Cognitive skills**
  A number of studies also show that cognitive skills development is very effective in reducing antisocial behavior and crime. At the same time, it was also found the significant evidence that the arts can enhance cognitive skills. Putting these studies together, inference that the arts activities can reduce antisocial behavior of youth through enhancing cognitive skills was made.

- **Increased Self-Confidence and Self-Esteem**
  Youth involved in antisocial behavior are likely to have low self-esteem and self-confidence. Participating in culture/arts, sports and recreation activities help youth increase their self-confidence and self-esteem through gaining a sense of accomplishment.

Barriers

There are several barriers limiting access by youth involved in antisocial behavior in culture/arts, and sports and recreation activities. The barriers are as follows:

- **Socio-Economic Barriers**
  Poverty is a barrier because youth living in low income families often cannot afford user fees and transportation costs. These youth are less likely to participate in sports, arts and community programs, compared with youth living in high income families. Thus, providing transportation and subsidizing user fees for low income families would help these youth participate in the programs.

- **Gender Barriers**
  A number of sport and arts programs focus mainly on young males who are involved in antisocial behavior. Studies suggest that females from low income families are likely to have low self-esteem, and more likely to be involved in teenage pregnancy and substance abuse. Arts/culture, sports and recreation activities can provide more positive environments and opportunities for young females, thereby reducing antisocial behavior.

- **Organizational Barriers**
  Internal policies and procedures may limit youth from low income families from participating in programs. For example, a union or service contract limiting staff availability and facility operating hours. Personnel policies and procedures may prohibit the organization from hiring youth and Aboriginal workers who do not meet the normal professional standards. In addition, residents often lack information on what is available.

- **Barriers for Aboriginal Youth**
  Studies suggest that many Aboriginal youth do not feel comfortable or welcome in "white" physical activities and recreation programs or facilities. By providing friendly environments for Aboriginal youth, by allowing Aboriginal youth who do not meet the educational qualifications to participate in the programs and by providing Aboriginal instructors and coaches, participation of Aboriginal youth in arts/culture, sports and recreation programs will be increased significantly.

Program Recommendations

Common Features of Effective Programs

The most effective youth intervention programs share several characteristics that make them successful in achieving their goals. Programs targeted youth involved in antisocial behavior should be designed, utilizing the following features:

- **Structured Activities**
  The most effective programs for addressing the reduction in antisocial behavior in youth are those which are highly structured. Studies show that unstructured intervention programs are not likely to reduce antisocial behavior in youth, rather increase this behavior. Antisocial behavior of youth in adolescence is influenced more by their peers than anything else. Thus, mixing low-risk youth with high-risk youth in unstructured recreation programs can increase antisocial behavior.

- **Trained and Competent Staff**
  Using professional artists and certified coaches and training them how to work effectively with youth at-risk are important program components that make programs successful in achieving their goals. Also, youth are interested in learning high quality

skills, and professional artists and certified coaches can help youth develop these skills.

- **Community Based Organization**
  Community based arts/culture, sport and recreation program are very effective in reaching youth at-risk who are typically hard to reach, providing youth with safe places to go during nonschool hours and also opportunities to interact prosocial adults and peers and learn various skills including life skills and work related skills.

- **Voluntary Participation**
  Youth can derive the largest possible benefits from sports and arts programs when the participation is voluntary. To make youth participate in the activities voluntarily, the programs should be relevant and current to meet youth's interest.

- **Youth Involvement in Planning and Implementation**
  Highly successful programs are likely to be youth-centered. Program organizers should try to find out what youth are interested in, and design programs according to their interests. Also, these programs provide youth with opportunities to engage in planning and running the programs through letting youth take a central role in designing activities and establishing and enforcing formal and informal rules for the programs.

- **Program Length**
  Intervention programs based on arts/culture, sport and recreation activities, in general, need to be operated longer-term to be more effective because it takes somewhat longer to learn certain skills including social skills, life skills and artistic skills, and develop enough trust in program staff to meaningfully participate in the activities. However, some studies find that outdoor recreation programs, in particular, need to be operated for short-term to be more effective.

- **Challenge**
  Activities that are challenging are more effective in reducing antisocial behavior. In sports and physical activities, physically demanding programs are more effective in reducing antisocial behavior than less physically demanding programs. In arts activities, 'high risk' embedded in the nature of performance arts and exhibitions create atmosphere in which youth challenge themselves. 'High risk' includes criticism of their works after having performance and exhibition of their works to public.

- **Complementary or Multiple Programs**
  Arts/culture, sport and recreation programs that have complementary programs such as mentoring, counseling, tutoring, etc., are more effective in reducing antisocial behavior than the programs that do not have complementary programs. Studies suggest that the use of sports and recreation programs as a way to attract youth to other programs such as programs based on the arts and culture.

- **Support Services**
  Providing services, such as transportation assistance, financial assistance and proactive interaction with parents or guardians, are very important for youth from low socioeconomic group to be able to participate.

Evaluation

Few art/culture, sport and recreation programs have provided a good quality evaluation of their outcomes compared with a number of programs have been operated. The reasons are that conducting a good evaluation is costly; these arts and sports sectors are relatively inexperienced in conducting a good evaluation; it is difficult quantifying intentional outcomes such as 'increase in prosocial behavior'. However, facing the reduction of funding for these programs, there is general urgency of providing a good quality evaluation to justify funding. Also, a good quality evaluation can help build better intervention programs by knowing the factors contributing to a success or failure of programs.

I. Introduction

"Antisocial behavior is generally defined as a pervasive pattern of disregard for and violation of the moral or legal standards in the local culture. Those who have antisocial behavior may have an inability to get along with others or abide by societal rules" (http://www.psyweb.com/Mdisord/anpd.html).

The specific examples of antisocial behavior considered in this paper include a variety of delinquency such as truancy, school-dropout, aggression, violence, substance abuse, youth crimes etc.

In a fast changing society, youth are often left without adult supervision due to either their parents' busy working schedules or high divorce rates. It is a problem, in particular, for those youth who live in poverty because they cannot afford to be involved in expensive programs after school. Therefore, these youth are more susceptible to antisocial behavior or serious delinquency. According to Statistics Canada, youth crime rates in Canada have dropped steadily since 1991. However, youth crime rates of 1999 in Saskatchewan were the highest in the country except Yukon and Northwest Territories. In Saskatchewan, 966 youth were charged per 10,000 population aged 12 to 17 (with criminal code of offenses). Many studies suggest that there is a link between antisocial behavior and serious juvenile delinquency such as youth crimes. Thus, it is important to provide both prevention programs for youth who are not involved in antisocial behavior yet, but who may become involved in such behavior later, as well as intervention programs for youth who are already involved in antisocial behavior.

The goal of this paper is to find sufficient evidence to support the claim that arts/culture, sport and recreation activities are effective in reducing antisocial behavior in youth, thereby implementing these activities as effective intervention or prevention programs for youth at-risk. The specific objectives are as follows:

- Identify the risk factors that contribute to the development of antisocial behavior in youth and protective factors that buffer against the negative consequences of exposure to risk factors.
- Analyze the evidence in terms of protective factors that sports and arts/culture activities have.
- Identify the barriers that prevent youth from participating in these activities.
- Offer a series of recommendations for designing effective programs targeting youth involved in antisocial behavior.

An analysis of the research found that arts/culture, sport and recreation activities are beneficial to youth in reducing antisocial behavior when the programs are well structured. The programs targeting this group should have the following components: well trained staff, the opportunity to engage in planning and implementation of the programs, an appropriate program length, voluntary participation, challenge, complementary, or multiple programs, support services such as transportation assistance. It was also found

that few programs included a good quality evaluation component that could have provided justification for funding in the arts/culture, sports and recreation programs, as well as helped design better programs in the future.

II. Methodology

Information Gathering

Regarding evidence gathering in the area of sports and physical activities, the Canadian Parks and Recreation Benefit Catalogue (2003) was utilized to find references. The Internet and library were also used to obtain full copies of articles referred to in the catalogue, as well as other sources.

Unlike the area of sports and physical activities, there was little evidence was available to be found for the arts and culture from either the library or the catalogue. Thus, the Internet was used to find majority of evidence for the arts and culture.

The evidence was found in academic literature, evaluations of intervention programs, and anecdotal evidence. To ensure a high degree of reliability, research was more focused on scientifically tested evidence than anecdotal evidence.

Analysis of Evidence

Analysis consisted of the following three steps: the first step of analysis was to identify the risk and protective factors for youth involved in antisocial behavior, and analyze the evidence in terms of protective factors that we found in arts/culture, sport and recreation activities. Second, the barriers that limit the participation of youth in arts/culture, sport and recreation activities were examined. Third, common characteristics that contributed to program success were assessed, and finally, the reasons why the programs need to include a good quality evaluation and why this may not have been done, as well as the importance of collaboration both among program organizers and between program organizers and the government departments were discussed.

III. Risk Factors and Protective Factors Influencing Antisocial Behavior

Research has found that many youth involved in antisocial behavior tend to be exposed to various risk factors at the same time; however, investigators observed that children with exposure to multiple risk factors often escaped their impact. Protective factors offer an explanation for why children and adolescents who face the same degree of risk may be affected differently. For example, youth from poor families tend to live in poor neighborhoods where they can easily obtain drugs and alcohol. However, positive role models and strong self-esteem can allow youth to overcome poverty barriers and avoid drugs and alcohol. Therefore, identifying both risk and protective factors is necessary to

develop effective intervention or prevention programs that reduce antisocial behavior, and also to evaluate the effectiveness of existing programs.
The followings are examples of risk and protective factors:

Risk Factors

- Individual:
  - Early antisocial behavior such as aggression, violence and substance use.
  - Hyperactivity/Attention Deficit Disorder, Learning Disability.
  - Poor cognitive development and low intelligence.

- Family:
  - Parental history of delinquent behavior.
  - Poor family management, such as a lack of parental supervision.
  - Poor family bonding.
  - Parental attitudes favorable to substance use and violence.

- Community:
  - Poverty.
  - Community disorganization and low neighborhood attachment.
  - Availability of drugs and firearms.
  - Neighborhood adults involved in crime.

- School:
  - Early academic failure.
  - Low bonding to school.
  - Truancy and drop-outs.

- Peers:
  - Delinquent siblings or peers.
  - Gang membership.

Protective Factors

- Strong bonds with pro-social, non-delinquent family members, other positive adult role models, and/or friends.
- Participation in positive social activities.
- High self-esteem.
- Strong cognitive, social and emotional skills.

IV. Correlation between the Arts/Culture, Sports, and Recreation Activities and Antisocial Behavior of Youth

Based on numerous scientific studies and substantial anecdotal evidence, a correlation between youth participation in arts/culture, sport and recreation activities and reduction in youth antisocial behavior is clearly evident. That is, participation in these activities reduces the likelihood that youth will engage in antisocial behavior. This correlation, however, is strongest when the intervention programs are well structured. The scientific evidence is as follows:

1. Evidence Regarding Sport and Recreation Activities

- A survey of adolescents and their parents in six rural communities in Sweden revealed that participation in more structured activities coincided with lower instances of anti-social behavior among youth. Furthermore, participants in unstructured activities were associated with higher rates of anti-social behavior (Mahoney and Stattin, 2000).

- A survey of available literature on the benefits of sport and recreation on youth-at-risk, a joint effort by the Inter-Provincial Sport and Recreation Council, the Fitness Directorate of Health Canada, and the Canadian Parks/Recreation Association, found that participation in sport and recreation activities correlated with significant reductions in smoking and drug use. Higher participation rates also coincided with higher grades among students, as well as a general reduction in violent or aggressive actions (Inter-Provincial Sport and Recreation Council, the Fitness Directorate of Health Canada, and the Canadian Park and Recreation Association, 1994).

- An evaluation of existing programs in Scotland, found that sport can be used to complement education and relieve boredom. The author of study also found that sport can address adolescent developmental needs. This study found that while sport alone does not reduce youth crime, it can play a vital part as long as it is long-term, focused on local, credible leadership, and combined with other programs that address personal and social development (Coalter, 2000).

- A review of programs, by the Australian Institute of Criminology, showed that a variety of sporting activities helps young people keep out of trouble. Programs that were reviewed included ones in Canada, the United States, Europe and Australia. Once again, it was stated that sport and recreation cannot achieve crime prevention on its own; in order for sport and recreation activities to be most beneficial, organizers needed to consider design, location, and funding. The most successful programs were carefully planned, combined with other programs, involved with the community and/or other supporting bodies, and evaluated properly (Cameron et al, 2000).

- A study showed that a specific program run in the United States, which began as a small program in 1968 and has since grown into a consortium of agencies, activities and social networks was successful at using sport as a mode of social outreach and

intervention. The reason they were successful was that the sport and recreation activities were combined with a series of non-sport activities. The study suggested that sport can actually serve as a further problem if it is not implemented properly (Hartmann, 2003).

- Organizers of a pilot program, run in the United Kingdom, focused on first-time offenders and youth at-risk, found that their program was successful because their staff was trained, their clients were given input into which sport and recreation programs they participated in, and the sport and recreation programs were integrated with other non-sport programs (Compton, no date).

2. Evidence Regarding the Arts and Culture Activities

- Three arts-based youth programs under the *YouthARTS Development Project* were initiated in each Atlanta, Portland, and San Antonio in 1995. Each program was designed to provide youth involved in delinquency with various art instructions and job trainings. In the evaluations of each programs, the authors found that youth at-risk who participated in the arts programs experienced benefits stretching beyond improved arts skills. The youth also exhibited enhanced communication skills with adults and their peers, a greater ability to work on tasks from start to finish and to work as a team, increased self-esteem, and a better attitude toward school. More importantly, there was a significant drop in frequency of delinquent behavior and court referrals for participating youth compared with non-participating youth. New court referrals also declined (Clawson and Coolbaugh, 2001).

- *Summer Extra Splash 2002* in the U.K. provided young people in high street crime areas with various summer activities including outdoor adventure, arts, media, vocational training and volunteering during the summer time in an attempt to reduce street crimes. The programs were successfully targeted to youth in high crime neighborhoods and urban centers. Qualitative data shows that arts activities gave young people a sense of pride and achievement, motivated young people who were often difficult to motivate, changed group dynamics based on aggression and conflict to a more supportive atmosphere, and allowed participants to explore personal issues through activities such as story-telling. In addition, the program was very effective in juvenile crime reduction even long after it was finished. For example, there was a significant crime reduction in the areas that ran the program compared with the areas that did not run the program (Executive Summary of Arts Council England, 2003).

- Using data from *LINC*, a research center, Marcia R. Chaiken found that youth programs designed to improve cognitive and social skills are effective at reducing or preventing juvenile delinquency. The programs that include arts, drama, computer graphic, radio and television broadcasting tend to improve youth's cognitive and social skills. According to this research, boys involved in these programs reported fewer delinquent acts. More specifically, the participants committed, on average, approximately five times fewer property crimes and six times fewer delinquent acts than those youth who did not participate in any such program (Chaiken, 2000).

- Robert H. Woody cites evidence from research by a Florida Department of Education Study to prove that the arts help youth at-risk stay in school. In study of at-risk students enrolled in arts classes, a majority of the students indicated that their participation in the arts influenced their decision to stay in school. The benefits that these students gain from participating in the arts include hand-on involvement, opportunities for individual expression, pride in creative accomplishment, and an environment of high standards and expectations. The research concluded that "the arts can be a powerful vehicle for motivating the student at risk to remain in school" (Woody, no date).

- In his review of the arts programs for juvenile offenders who are incarcerated in detention and correctional facilities, Grady Hillman introduces the six arts programs in different cities that have been successful in reducing antisocial behavior of youth at-risk by improving youth's cognitive, linguistic, social and civic development. Among the six programs, however, only one, "Experimental Gallery" was evaluated by researchers from the University of Washington. According to the evaluation, students in this program achieve their learning goals, improve their incident rate of misbehavior by 75% and were 50% less likely to reoffend (Hillman, no date).

- A study found that serious artistic instruction is a necessary program feature for fine arts interventions to promote prosocial development in youth. However, it is not sufficient for effecting prosocial change within the arts intervention settings. Beside the artistic instruction, the study found that there are important program features strongly associated with prosocial impact. The important program features are extended time-in program; complementary program components such as counseling, sports, tutoring and computer labs; ties with other community organizations such as schools, other arts organizations, youth service agencies, and community centers; youth mentoring opportunities; and an emphasis on performance and presentation (McArthur et al., 1998).

- A study conducted in the juvenile detention centers by John Kennedy (1998) reveals that musical performance coupled with cognitive strategies improves self-efficacy and self-esteem in at-risk youth. In addition, the study illustrates that "efficacy of musical education" on the therapeutic goals of selected population of at-risk students (Kennedy, 1998).

- A study surveyed 40 students at risk for high school dropout. In the survey, 41 % said that they stayed in school because they liked the arts and music, and some of them said that they want eventually to work in an arts field. However, in the corresponding interviews, 83 % of students answered that the arts course influenced them to stay in school, and 23 % said that it influences on job opportunities (Barry et al, 1990).

- A longitudinal study, with a sample size of 390 students from grade 7^{th} through grade 12^{th} found that students who were involved in extracurricular activities such as the arts and sports are less likely to drop out of school compared to those students who

were not involved in extracurricular activities. Especially at the high school level, there was a significant effect showing that students who dropped out were more likely to have had no involvement in extracurricular arts activities than those who have had arts involvement (Mahoney and Cairn, no date).

V. Analysis of Evidence Based on Protective Factors

Research has found that certain characteristics of art/culture, sport and physical activity programs provide protective factors that buffer the harmful effects of risk factors. Youth who participate in the arts/culture sports and recreation activities are better able to avoid developing antisocial behavior later in their life. These factors are the mechanisms by which the benefits of sport, culture, and recreation apply directly to youth:

1. Development of Social Skills

Youth involved in antisocial behavior are typically unable to self-regulate emotions (especially anger), and exhibit aggressive and impatient attitudes. These characteristics of antisocial behavior make it more difficult for youth to be socialized. Such individuals often have difficulty in communicating with others and are easily alienated. Many of them tend to drop out of school early and become involved in delinquent activities. Thus, the most effective prevention or intervention programs should focus on developing the social skills of youth. The following evidence shows that programs based on arts/culture, sport and recreation activities help youth develop various social skills including social competence, responsiveness to others, empathy, caring, and communication skills.

- Sport and physical activity provide social benefits for participating youth. Interacting with peers in a structured, disciplined environment allows youth to learn acceptable social behavior. Such a simple development as improved communication skills, for example, can improve not only an individual's ability to communicate, but also improve his or her self-confidence. Sport and physical activity programs provide an environment where youth can improve their daily social skills (Coalter, 2000).

- An evaluation of the *YouthARTS Development Project* showed that young people who participated in the project improved their communication skills significantly. The Atlanta version of program shows that 86% of the young people communicated effectively with only peers at the end of the program, compared to 29% at the start. The program in Portland shows 90% of young people effectively communicated with both peers and adults at the end of program as compared to about 43% at the start of program (National Endowment for the Arts, no date).

- Arts-based programs are especially effective in developing social skills of youth when they are combined with conflict resolution education. Young people involved in antisocial behavior often face conflict with peers and adults. Teaching them how to resolve conflicts and disagreements peacefully can help them socialize in group situations such as schools and jobs. Arts-based programs are in an excellent position to provide young people with conflict resolution skills that enable them to address

conflicts while also encouraging them to express themselves creatively, work with positive role models, and discuss their experiences through the arts (Brunson et al., no date).

2. Building Strong Bonds with Prosocial Peers and Adults

Youth involved in antisocial behavior are likely to be neglected by their families, and often have poor family bonding and conflict. One of the most powerful protective factors for youth at-risk is having a supportive relationship with pro-social adults or peers. Such relationships help to steer youth in positive directions and help to counteract the effects of otherwise dangerous risk factors. Participation in arts/culture, sport and recreation facilitates the development of these strong bonds. For example, young people who succeed despite the odds coming from high-risk environments are likely to have at least one adult who cares and supports them in their lives (Bernard, no date).

- A great deal of evidence indicates that the presence of a role-model is one of the most effective benefits for youth participating in art programs, sports, or other physical activities. Instructors, coaches, and other leaders not only teach youth skills, but also help them to communicate effectively their fears, problems, and frustrations (McArthur et al., 1998). The youthful desire to emulate a role model is common, and when the role model is a prosocial, productive member of society, youth learn more acceptable behaviors. When the role model is of the same ethnic or community background as the youth, then their effective ability to help is increased (Andrews et al., 2003; Coalter, 2000; Crocker, 1996; Crompton, no date; Everett, 2002; Witt, no date).

- Association with positive peer groups is an important protective factor for youth. Art/culture, sport, and physical recreation help provide youth with more prosocial friends of similar attitudes, all absorbing the same lessons from the same role models. Youth are less likely to engage in antisocial behavior without influence from gangs or other anti-social peers. Furthermore, older youth who are engaged in programs earlier may contribute by leading and guiding younger youth, thereby providing important mentorship opportunities (Mahoney, 2000).

3. Development of Cognitive Skills

Studies arguing that the development of cognitive skills is very effective in reducing antisocial behavior and crime and studies arguing that the arts can enhance cognitive skills are found separately. When one combines these results, an inference can be made that the arts activities can reduce antisocial behavior in youth through enhancing cognitive skills. Indeed, a number of arts-based programs were initiated to reduce antisocial behavior in youth by enhancing cognitive skills; however, few evaluations of these programs have been done.

Evidence supporting a negative correlation between the development of cognitive skills and crime reduction:

- Studies suggest that offenders may have deficient cognitive skills for long-term planning, problem solving, and decision making, contributing to maladaptive and rigid behavior (Ross et al., 1988). The Correctional Service of Canada (1991) did research on the effectiveness of *The Cognitive Skills Training Program* for offenders, which was initiated from 1988 to 1989 as a pilot project, and found that offender groups that participated in the program were less likely to recidivate after they were released, compared to offender groups that did not participate. Moreover, offenders who participated in this program showed a more prosocial attitude toward the law.

- A recent meta-analysis suggests that cognitive-behavioral treatment programs with juveniles both on probation and in custodial institution produced a sizable reduction in recidivism, compared to non-treated juveniles (Lipsey et al., 2001). All of the evidence suggests that a cognitive skill training program is very effective in reducing recidivism.

Evidence supporting that the arts enhance cognitive skills, thereby reducing youth antisocial behavior:

- Researchers find that the arts are an effective method to develop cognitive skills. In the field of education, many studies find that arts activities help young children enhance cognitive skills. More specifically, the arts improve critical thinking, problem posing, problem-solving, and decision-making skills. They foster high-order thinking skills of analysis, synthesis, and evaluation, as well as develop children's imagination and judgment. For example, students involved in theatre arts are more empathic and tolerant of others than those who do not participate. Certain kinds of musical experience, especially keyboard training, produce positive effects on cognitive functioning in young children (Catterall et al., 1999).

- In a recent report, *Champions of Change: the Impact of the Arts on Learning*, many independent researchers found that engaging in the arts nurtures the development of cognitive skills, as well as social and personal competencies, thereby improving youth' attitudes about themselves and decreasing youth involvement in delinquent behavior (American for the Arts, 1999).

- *Arts Programs for Juvenile Offenders in Detention and Corrections* was designed to provide juvenile offenders in detention and corrections facilities with art-programming to enhance the cognitive, linguistic, social and civic development of youth. The program organizers believe that arts-based programs for juvenile offenders can reduce risk factors that cause youth to be more susceptible to problem behavior and crime, and enhance protective factors that reduce the impact of risk factors (Hillman, no date).

4. Increased Self-Confidence and Self-Esteem

Youth involved in antisocial behavior are likely to have low self-confidence, as they are typically neglected by adults and constantly criticized for their problem behavior. Arts/culture, sport and recreation can help youth feel more self-confident. In the *YouthARTS Development Project*, participants indicated that the programs taught them to be more self-confident and helped them believe in themselves. Also they indicated they improved attitude toward schools, resistance to peer pressure and self-efficacy. Examining 124 community-based organizations for over a decade in the United States, Heath and McLaughlin (no date) found that youth involved in arts organizations are 25% more likely to feel satisfied with themselves, twice as likely to win an award for academic achievement, and 23% more likely to feel that they can make plans and successfully work from them.

- **Recognition and Rewards:** Success is the greatest contributor of self-confidence, and arts/culture, sport and recreation activities provide an environment where youth can succeed and feel good about themselves. Positive encouragement from coaches, instructors, and peers substantially increases this benefit. Most studies suggest that a low-competition environment is most helpful, allowing youth to feel good about their skills and accomplishments without creating an adversarial atmosphere (Andrews et al., 2003; Coalter, 2000; Crompton, no date; Everett, 2002). Engaging in artistic activities also helps youth gain a sense of accomplishment and achievement. Thus, many arts-based programs emphasize the importance of adding recognition and reward components as program features. Researchers find that arts interventions receiving the highest ratings for prosocial impact were likely to emphasize end-of session performances and presentations (McArthur et al., 1998). For example, the *YouthARTS Development Project* provided youth with final exhibits or presentations for public recognition of their accomplishments at the end of session.

- **An Increase in Academic Performance:** Academic failure is one of the risk factors that increase the possibility of youth becoming involved in antisocial behavior. Achieving higher academic performance gives youth more confidence about themselves and better opportunities for their life. Researchers have found a correlation between high involvement in art and sport activities with better academic scores and lower high school dropout rates among all students (Catterall et al, 1999). In terms of school dropout, studies in *Critical Links* found that students involved in the arts activities are likely to stay in school, compared with students who do not get involved in such activities (Barry et al., 1990). In terms of higher academic achievement, youth involved highly in arts activities were far more likely than those who were involved less in the arts to think of themselves as competent in academics. They are far more likely to believe that they did well in school in general (Burton et al., 1999).

- **Control:** the element of choice is also a significant boost to self-confidence. Youth possessing higher degrees of control over their actions and environment typically exhibit greater self-confidence, as the ability to choose their actions lends more

opportunities for success and positive outside encouragement. Control is the main reason why sport and physical activity programs are most successful at preventing antisocial behavior (Andrews et al., 2003; Crompton, no date; Morris et al., 2003).

VI. Barriers

Youth involved in antisocial behavior are likely to face more barriers limiting access to arts/culture, sport and recreation activities. Without full participation of these youth, the programs designed to reduce antisocial behavior in youth will not be successful. Thus, identifying and removing the barriers before initiating the programs is a key for a successful program. The barriers are as follows:

- **Socio-Economic Barriers**

  Poverty is a barrier because youth living in low income families often cannot afford to pay user fees and transportation costs. Studies show that these youth are less likely to participate in sports, arts and community programs, compared with youth living in high income families. Thus, providing transportation and subsidizing user fees for low income families, or providing the programs in the areas where these youth live, would help them participate in the programs. Many studies suggest community based programs are effective to make programs accessible to those who need them (Cameron and MacDougall, 2000; Morris et al., 2003; Suren and Stiefvater, 1995; Witt, no date).

- **Gender Barriers**

  A number of sports and arts programs focus mainly on young males involved in antisocial behavior. Few programs are actually offered for young females in the same situations. The reason for this fact is that young females are considered to be less likely to be involved in serious crime when they become adults compared to young males. However, studies suggest that young females from low income families are likely to have low self-esteem, and are more likely to involve in teenage pregnancy and substance abuse. Thus, arts/culture, sports and recreation activities can provide a more positive environment as well as opportunities to have a more productive life for these young females, thereby reducing antisocial behavior.

- **Organizational Barriers**

  Internal organizational policies and procedures often prevent youth from low income families from participating in programs. For example, a union or service contract may limit staff availability and the hours when a facility is open and available for use. Personnel policies and procedures prohibit the organization from hiring youth and perhaps, Aboriginal workers who do not meet the normal professional standards. In

addition, residents often lack information on what programs and services are available. This includes not only information about specific programs but also information on subsidies that were available. More flexible policies and procedures, and more information available for youth are required to increase participation of youth (The Canadian Council on Social Development, 2001).

- **Barriers for Aboriginal Youth**

Many Aboriginal youth do not feel comfortable or welcome in activities involving predominantly non-Aboriginal youth. *The Royal Commission on Aboriginal People* identified racism, socio-economic status, and education as barriers that prevented Aboriginal youth from participating in arts/culture, sport and recreation activities. Thus, by providing a friendly environment for Aboriginal youth, less stringent organizational/qualification restrictions and Aboriginal instructors and coaches, program organizers can ensure that Aboriginal youth can also benefit from participating in the arts/culture, sports and recreation activities.

VII. Program Recommendations

1. Common Features of Effective Youth Programs

Research and related anecdotal evidence point out that there is very little doubt that sport and art-based programs reduce antisocial behavior. It is no longer a question of "Do these programs work?" but rather, "How can we make them work better?" (Hartmann and Wheelock 2002). The most effective youth intervention programs employing sport or art-based activities share several characteristics. These characteristics are the reason for the programs' success, as they provide protective factors necessary to reduce antisocial behavior. Therefore, the following characteristics should be considered in designing both intervention and prevention programs for youth at-risk:

- **Structured Activities**

Structured activities, defined as those with "regular participation schedules, rule-guided engagement, direction by one or more adult activity leaders, and emphasis on skill development that is continually increasing in complexity and challenge, activity performance that requires sustained active attention, and clear feedback performance" (Mahoney and Stattin 2000), are absolutely necessary to reduce antisocial behavior. Research by several independent academic teams supports this view. In Saskatchewan, most high school and community sport teams or art clubs fit this definition of 'structured' to some degree.

By contrast, unstructured activities are relatively spontaneous, take place without formal rules or discretion from adult leaders, and feature few goals related to skill development. Some research suggests that such unstructured activities appear over-

represented by youth involved in antisocial behavior. Therefore, being involved in these activities would not help youth reduce antisocial behavior, but may actually encourage antisocial behavior. A study conducted in Saskatchewan, also, found that unstructured activities did not reduce antisocial behavior in any way. (Everett et al. 2002; Hartmann and Wheelock 2002; Mahoney and Stattin 2000).

- **Trained and Competent Staff**

The presence of well trained instructors and staff is necessary if youth-at-risk programs are to be successful, as adult supervisors provide clear boundaries for youth behavior to ensure structure and reasonable disciplinary action. Crocker and his colleagues at the University of Saskatchewan (1996) found that communities with higher numbers of coaches certified by the National Coaching Certification Program (NCCP) had higher youth participation in sports programs and lower incidences of anti-social behavior among youth. In arts and cultural programs, serious artistic instruction is considered to be a necessary program feature to promote prosocial development in youth. Therefore, many arts programs targeting antisocial youth have not only employed professional artists as instructors, but also ensured that their artist-teachers have an ability to work effectively with at-risk youth either by recruiting artists with community service backgrounds or by training artists to interact effectively with youth at-risk. The well-trained artists and staff who had experience dealing with youth at-risk was one of key features that the U.K. program *'Summer Splash Extra 2002* was very successful in reducing antisocial behavior in youth and also reducing juvenile crime.

The presence of qualified leaders contributed to the success of the program. Studies examined that the leaders of successful intervention programs are highly committed to their programs and passionate about their mission to provide youth at-risk with opportunities to live a better life (McArthur et, al., 1997). Also, Coalter (2000) found that local leadership was most effective in combating youth problems, particularly when the local leaders were of the same ethnicity and from the same community as the youth with whom they worked. Racial and background similarities allow leaders to connect with youth much easier and increase the respect that youth return to recreation leaders. The importance of a strong leader is both as an upstanding role model, a person that troubled youth can strive to imitate, and as a supportive friend, parental figure, or counselor, helping youth in ways other than simple recreation management (Andrews et al., 2003; Coalter et al. 2000; Fight Crime 2002; Morris et al. 2003; Searle et al. 1994; Crompton 1996; Witt, no date).

- **Community-Based Organization**

Studies suggest that community-based youth intervention programs are effective in reaching youth at-risk who are typically hard to reach, as well as providing youth with safe places to go during non-school hours and opportunities to interact prosocial adults and peers. Especially, these community-based programs help resocialize youth,

who were just out of detention centers or correctional facilities, into their communities.

McLaughlin(no date) found that the community-based organizations (CBOs) provide youth with opportunity to engage in positive activities, to develop close and caring relationships and to find values in themselves even in the face of personal disruption, poor schools and neighborhoods. In addition, the research shows that youth involved in the CBOs have higher academic achievement, higher self-esteem and confidence, and civic responsibility, compared with youth who do not involve in the CBOs.

Therefore, arts/culture, sport and recreation programs targeted antisocial youth will be more effective when they are set up in the community, especially for those youth who live in poverty and who were incarcerated. The community-based programs allow them to easily access to the programs, as well as to resocialize back to their communities. (Hillman, no date; Cameron and MacDougall, 2000; Coalter, 2000; Morris et al., 2003; Suren and Steifvater, 1995; Witt, no date).

- **Voluntary Participation**

Another component needed to ensure that youth derive the largest possible benefits from sport and art programs is voluntary participation. Andrews and Andrews (2003) found that British youth in secure units, similar to juvenile detention centers, responded better to activities in which they had a helping hand in planning and organizing, in particular those in which participation was an opportunity, not a requirement. The key to getting youth to participate in activities that help reduce anti-social behavior is to make the program relevant and current. The activity needs to draw the participants' interest; otherwise, they simply will not participate, and if they do not participate, they cannot reap the benefits (Andrews and Andrews 2003; Coalter et al. 2002; Mayes and Smith 2002).

- **Youth Involvement in Planning and Implementing**

Adults often mistrust and disregard youth. Many youth feel that adults do not understand them and do not acknowledge their needs or worth. If youth are given the opportunity to engage in meaningful and substantive activities, they can reduce their feelings of not belonging to the community, thereby decreasing risk for antisocial behavior. Many studies found that youth have the desire to be involved in the planning and implementation of programs in which they are involved (Andrews & Andrews 2003; Crompton no date; Mayes & Smith 2002; Morris et al. 2003; Searle et al. 1994).

Highly successful programs are likely to be youth-centered. Program organizers find out what youth are interested in, thereby designing programs according to those interests. Further, they provide youth with opportunities to engage in leadership, and take a central role in designing activities, establishing and enforcing formal and

informal rules for members. Allowing youth to act as leaders in some way enhances their skills and confidence (McLaughlin, no date).

- **Appropriate Program Length**

  The appropriate program length varies depending on types of program.
  In terms of programs based on arts/culture and sports, many studies find that intervention programs should be long-term to meet youth's needs. It sometimes takes many weeks or months before young people develop enough trust in program staff to meaningfully participate in the activities (McArthur et al, 1998).

  On the other hand, outdoor recreation programs such as rock climbing and rafting should be short-term to be effective. Wilson and Lipsey (2000) found that long-term outdoor programs, lasting three months or more, were less effective in reducing antisocial behavior and juvenile delinquency, compared with shorter-term programs.

- **Challenge**

  Activities, whether art or sport-based, must be challenging for the participants. Wilson & Lipsey (2000) found that more physically demanding programs were associated with larger delinquency reductions than less rigorous programs.

  However, Searle (1994) suggests that the programs which offer inappropriate level of challenge compared with the participants' skills would not be effective in reducing boredom and motivating participants to engage in the activities. Therefore, providing the level of challenge that matches participants' skills is important.

  In the arts, Heath (no date) found that the 'high risk' embedded in the nature of performance art and exhibitions creates an atmosphere in which youth challenge themselves. The 'high risk' includes criticisms of their works after performance and exhibition of their works to public.

- **Complementary or Multiple Programs**

  Studies based on sports/physical activities and the art/culture strongly emphasized on the need to incorporate with other programs or to have complementary programs such as mentoring, counseling, tutoring etc. Willson and Lipsey (2000) found that the wilderness challenge programs that incorporated distinct therapeutic components (e.g. mentoring and counseling) resulted in lower delinquent and antisocial behavior than those without such components. Also, Coalter (2000) and Hartmann (2001) found the use of sports/recreation programs as a way to attract youth to social development programs in the sense that 'sport' cannot achieve the desired outcomes on its own, especially among those most at risk. Thus, sports can be used as a hook to lure youth participants to non-sports programs including the arts and other programs intended to provide work-skills and life skills.

Integrating sports and the arts/culture into one program can serve youth more effectively than having separated programs. While young males, who are likely to involve in antisocial behavior than young females, tend to be more interested in sports activities than the arts, young females are likely to be more interested in the arts. But, the arts/culture based activities are more effective in developing cognitive skills proven to reduce antisocial behavior. Thus, providing sports and arts/culture activities in one program can be more effective in reducing antisocial behavior in youth.

- **Support Services**

  As was noted previously, low socioeconomic status is one of barriers that unable youth at-risk to access to the various intervention programs. Thus, it is important to provide 'facilitating services' to enable youth at-risk to participate in the programs. These facilitating services include transportation assistance, financial assistance that covers entry fees or the cost of equipments, and proactive interaction with parents or guardians of youth. Often, youth from low socio-economic group cannot afford 'user fees' for participating in the programs; the programs are not always offered within the community; sometimes youth have domestic duties after school. Thus, providing financial assistance, transportation assistance and proactive interaction with parents is important to enable them to participate in the programs that they can benefit.

2. Evaluation

While significant number of arts/culture, sport and recreation programs targeted antisocial youth are currently running or have been run, few provide a good quality evaluation of their outcomes. One article stated that 48% of the 175 organizations that they contacted had no formal evaluation done on their programs (Morris et al., 2003). A good quality evaluation includes quantitative and qualitative measures, experimental groups and comparison group, longitudinal, large random samples etc.

McArthur and his colleagues (1996) stated why good quality evaluations are important and why few evaluations have been done in these areas.

Reasons for Few Evaluations Conducted in These Areas:

- Designing a good evaluation is difficult because operational targeted outcomes (e.g. increased prosocial behavior) are much more difficult to measure than outcomes in other field of studies such as math and science.
- Most of these programs are run on a very tight budget. Moreover, effective evaluation can be very costly to implement, and most parts of budget in general go to developing and running the program.
- Also, sports and arts/culture communities often have lack of experience in conducting a scientific evaluation.

Importance of Conducting a Good Quality Evaluation:

- A good quality evaluation can clarify why these programs were successful or failed, thereby helping build better intervention programs.
- A good quality evaluation can help rationalize the allocation of funding for these activities, particularly in times of fiscal restraint. In terms of the arts community, there has been no comparable evidence it can use as a solid foundation for building political support.

During times of fiscal restraint, arts/culture, sport and recreation communities need to work cooperatively to develop good program evaluation procedures. Establishing a good evaluation framework will reduce the cost of conducting program evaluations on a long-term basis.

3. Collaboration Among Program Organizations and Government Departments

Building good partnerships plays a crucial role in developing good intervention programs. Many juvenile intervention programs in arts/culture, sports and recreation have been developed and initiated through partnerships involving various government departments such as the department of Justice, Education and Culture Youth and Recreation and community based voluntary organizations. In addition, partnerships can reduce the costs of programs by sharing their knowledge and experiences with each other.

VIII. Conclusion

Scientific surveys and a wide variety of anecdotal evidence strongly support the claim that participation in arts/culture, sport and recreation activities reduces antisocial behavior in youth by providing protective factors such as development of social skills and cognitive skills, an increase in self-esteem and self-confidence, and strong bonds with positive adults and peers. However, the success of programs depends on various program components such as structure, trained staff, community-based, voluntary participation, length of program, challenge, use of complementary programs and support services. This research resulted in a series of recommendations for designing effective programs for youth at-risk. First, programs should include the important program components mentioned above. Second, programs should include a good quality evaluation. A good quality evaluation provides not only a ground of justification for funding, but also reasons for failure and success of programs. Third, program organizers should collaborate with other program organizations and with the government departments which provide funding for their programs in general. Sharing information about programs is very important to design effective programs.

Knowing that arts/culture, sport and recreation activities have more positive impact on reducing antisocial behavior when the programs are well structured, providing a good quality intervention program for youth at-risk will have more significant impact on reducing antisocial behavior in youth.

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Appendix A - Summaries of Sport and Recreation evidence

Andrews, Justin P. & Andrews, Gavin J. (2003). *Life in a secure unit: the rehabilitation of young people through the use of sport.* Social Science & Medicine, 56, 531 - 550.

A study was conducted in a single secure unit in Southern England. The author observed the participants and found that sport has an important role in youth rehabilitation. The findings of the observation were that traditional sport structure was threatening to youth at risk - they require "fun" in recreation. In particular, competitive sports did not help in rehabilitation for the most part. Participants were given the opportunity to help construct their gym regime, however, guidance was provided. This guidance was given by a trained professional, yet adapted to the individual participant's needs. The study concluded that sport can provide positive rehabilitative benefits if it is appropriately constructed.

Cameron, Margaret & MacDougall, Colin. (2000). *Crime Prevention Through Sport and Physical Activity.* Australian Institute of Criminology. Accessed on Internet July 23, 2003.

A review of programs, by the Australian Institute of Criminology, showed that a variety of sporting activities helps young people keep out of trouble. Programs that were reviewed included ones in Canada, the United States, Europe and Australia. Once again, it was stated that sport and recreation cannot achieve crime prevention on its own. It was suggested that in order for sport and recreation activities to be most beneficial, they needed to consider design, location, and funding. The most successful programs were carefully planned, combined with other programs, involved the community and other sporting bodies, and evaluated properly.

Coalter, Fred (2000). "Chapter Four: Sport and Crime." *The role of sport in regenerating deprived urban areas.*

A review of existing literature and case studies in Scotland found that in order to best affect crime, sport and recreation activities needed to be easily accessible, inexpensive, appealing to women, voluntary, lead by leaders local to the community, and combined with other programs. The author suggested that sport programs reduced crime by improving cognitive and social skills, reducing impulsiveness and risk-taking behavior, raising self-esteem and self-confidence and improving education and employment prospects.

Coalter, Fred (2000). "Chapter Eight: Sport and Minority Ethnic Groups". The role of sport in regenerating deprived urban areas.

A review of existing literature and case studies in Scotland suggested more guidelines for sport and recreation activities to have an effect on crime. These guidelines included sport leaders of the same ethnicity as the community, addressing more fundamental issues and using sport as part of a broader program to address these issues, and removal of cultural barriers.

Coalter, F., Allison, M. and Taylor, J. (2000). *The Role of Sport in Regenerating Deprived Urban Areas*. Chapter Four - Sport and Crime. Scottish Office Development Department.

An evaluation of existing programs in Scotland, found that sport can be used to complement education and relieve boredom. They also found that sport can address adolescent development al needs. This study found that while sport alone does not reduce youth crime, that it can play a vital part as long as it is long-term, focused on local, credible leadership, and combined with other programs that address personal and social development.

Crocker, P., Fry, D., and McClements, J. (1996). *Sporting participation by youth and the quality of community life in Rural Saskatchewan.*

A survey conducted by the University of Saskatchewan of nine rural communities in the province found that those with higher youth sport participation also had somewhat lower rates of youth crime.

Crompton, John L. (no date). *Rescuing Young Offenders with Recreation Programs in the United Kingdom.* Solent Sports Counseling Project. Accessed on the Internet July 28, 2003.

A pilot program that was run in the United Kingdom and focused on first-time offenders and youth at-risk found that their program was successful because: their staff were trained, their clients were given input into which sport and recreation programs they participated in, and the sport and recreation programs were integrated with other non-sport programs.

Everett, C., Chadwell, J. & McChesney, J. (2002). *Successful Programs for At-Risk Youths. JOPERD.* 73(9), 38 - 43.

This article provides examples of five programs that are used to reduce anti-social behavior in youths. The paper concludes that programs that are successful in reducing anti-social behavior require structure (good leadership, focus on the individual, risk taking, peer evaluations, trust and long-term commitments). The

programs were all found to influence the negative behaviors displayed by at-risk youth.

Fight Crime: Invest in Kids Illinois. (2002). *When the school bell rings ... juvenile crime or constructive time?* Fight Crime: Invest in Kids Illinois.

An analysis of after-school programs in Illinois found that there are reductions in crime where after-school programs are run. The paper gives four examples and found that quality program design and adequate numbers of caring, well-trained staff are essential to after-school programs, including sport and recreation activities.

Hartmann, D. (2001). *Notes on Midnight Basketball and the Cultural Politics of Recreation, Race, and At-Risk Urban Youth.* Journal of Sport and Social Issues. 25(4), 339 - 371.

This article offered a critical overview of "midnight basketball." Data was gathered from archives and contacts with league administrators and organizers. The article is very political in nature. The review suggested that midnight basketball, by itself, is not a solution to at-risk youth. Instead, it provides a hook to get people into other programs for the most part. The author points out that empirical evidence is extremely limited and of those that exist, they are usually short-term, evaluative descriptions; thus, indicating that evaluation techniques need to be constructed and used. Long-term effects also need to be examined. The article also touched on the fact that midnight basketball was targeted to disadvantaged youth and their communities; this may have been part of the reason that it remains so popular.

Hartmann, D. (2003). *Theorizing Sport as Social Intervention: A View from the Grassroots.* QUEST, 55, 118-140.

A review of a program run in the United States, which began as a small program in 1968 and has grown into a consortium of agencies, activities and social networks was successful at using sport as a mode of social outreach and intervention. The reason they were successful was that the sport and recreation activities were combined with a series of non-sport activities. It was suggested that sport can actually serve as a further problem if it is not implemented properly.

Hartmann, D. & Wheelock, D. (2002). *Sport as Prevention? Minneapolis' Experiment with Late-Night Basketball.* CURA [Centre for Urban and Regional Affairs] Reporter, 32(3), 13 -17.

This research paper was conducted to focus on the lessons learned from the Stay Alive program and how these lessons can inform other programs using sport as a tool for prevention. Different models were introduced, including the "sport-as-hook model" which views sport as a tool to connect youth with educational and employment opportunities. The author states that it is hard to document the success or failure of the program because of the structure and evaluation techniques that were

used; thus confirming that structure and evaluation are important aspects of all programs. The paper concluded that sport played a crucial and important role, and was part of a whole package of lifestyle activities and interests. So, it seems to be not a question of "Do these programs work?" but rather "How can we make them work better?"

Inter-provincial Sport and Recreation Council, (1994) the Fitness Directorate of Health Canada, and the Canadian Parks/Recreation Association. *Canadian Youth: Does Activity Reduce Risk?*

A survey of available literature on the benefits of sport and recreation on youth-at-risk, a joint effort by the Inter-Provincial Sport and Recreation Council, the Fitness Directorate of Health Canada, and the Canadian Parks/Recreation Association, found that participation in sport and recreation activities correlated with significant reductions in smoking and drug use. Higher participation rates also coincided with higher grades among students, as well as a general reduction in violent or aggressive actions.

Mahoney, Joseph L. & Stattin, H. (2000). *Leisure activities and adolescent antisocial behavior: The role of structure and social context.* Journal of Adolescence, 23, 113 - 127.

A survey of adolescents and their parents in six rural communities in Sweden revealed that participation in more structured activities coincided with lower instances of anti-social behavior among youths. Furthermore, participants in unstructured activities were associated with higher rates of anti-social behavior.

Mayes, Sarah & Smith, Nicole. (2002). *Recreation and Citizenship: A Review of Research Trends, Gaps, and Future Directions.* A discussion paper prepared for the Laidlaw Foundation. Accessed on Internet July 23, 2003.

This article was prepared for the Laidlaw Foundation and reported on the current state of knowledge in the area of recreation and citizenship and future research. They found that there are both positive and negative outcomes associated with participation in specific types of recreational activities and that the more constructive the leisure activities, the more positive the effects. One expert who was consulted found no differences in positive social outcomes between voluntary or program-mandated service. The paper stated that structured activities are more likely to have an effect on anti-social behavior as it restricts participation in unstructured activities. The article stated that evaluation needs to become an integral part of youth programs.

Morris, L., Sallybanks, J., Willis, K., and Makkai, T. (2003). *Sport, Physical Activity and Antisocial Behavior in Youth.* Australian Institute of Criminology. Accessed on Internet July 23, 2003.

This paper summarizes the main findings from a report by the Australian Institute of Criminology on sport, physical activity and anti-social behavior of youth. The report found that positive benefits depend on the integration of community support services into the design of the programs. Furthermore, there are structural considerations in the implementation of a sport and physical activity program. Recommendations for a successful program include: involving youth in program delivery, providing youth opportunities for leadership, creation of a safe and engaging environment for youth, providing follow-up care and activities within the community, and linking to health, welfare, education, employment and leisure services. The report also stated that nearly 1/2 of the 175 organizations that provided feedback to the institute said that their program had not been formally evaluated.

Searle, M.S., Winther, N.R., & Reed, M. (1994). *An Assessment of the Daily Life Experience of Native Youth: Implications for Northern Fly In Sports Camps Inc.* Technical Report. Health, Leisure, & Human Performance Research Institute, Faculty of Physical Education and Recreation Studies, University of Manitoba.

This article summaries the impact of summer recreation programs, which have been established in remote communities. Youth leadership training is part of these programs. Since 1986, NFISC has implemented 57 sports and recreation leadership training programs in 22 remote communities in Manitoba, 2 communities in the NWT, and 1 community in Ontario. The most successful program model has consisted of 2 phases involving instructor training and program delivery. Local youth are trained in administrative and planning considerations for the operation of children's recreation programs. Then, these youth work together with recreation specialists to deliver these programs to children, youth, and adults in the community. Evaluation was considered to be the effect of the camp on crime rates in participating communities. Physical activity served as a medium to teach the values of self and social responsibilities. Adolescents involved in NFISC experiences improved mood states, reductions in stress and anxiety, greater levels of involvement in physical activities and more positive perceptions of the RCMP. Recommendations for a successful program include: local leadership is key, youth need to be involved in planning and running the programs, evaluation techniques are needed, trusting relationship with children and youth necessary, length of program is a factor; when the intervention is removed, the effect is lost.

Suren, A. and Stiefvater, R. (1995) *On the path to solving at-risk behavior among youth.* Source: Parks and recreation (Arlington, Va.); Aug 1995: 30(8). P. 14; 17-18; 20-22.

This literature review focused on the fact that there is a need to establish recreation's role in the areas of prevention and intervention. The authors found that the most effective recreational activities had the following characteristics: high degree of community awareness, ongoing networking, sharing of resources and expertise, formation of linkages with organizations that deal with or are affected by youth in high risk environments. Further findings indicate that evaluation of the program is

key, as are collaborative efforts between social service agencies. Finally, it was suggested that coordination of different services can be counter-productive IF there exist structural conflicts between the groups involved.

Wilson, Sandra J. and Lipsey Mark W. (2000), *Wilderness Challenge Programs for Delinquent Youth: A Meta-Analysis of Outcome Evaluations*, Vanderbilt University, Vanderbilt Institute for Public Policy Studies.

The authors found that wilderness challenge program is effective in reducing delinquents and antisocial behavior. The results of study show that, on the average, wilderness challenge treatment groups exhibited less antisocial and delinquent behavior than comparison groups after treatment, and also recidivism rate for treatment groups was lower than the comparison group. In addition, they argue that program duration, intensity and type of therapy incorporated with the wilderness challenge programs have great influence on the effectiveness of the program. They conclude that a short-term, high intensity wilderness challenge program that contains the therapeutic components would be more effective in reducing antisocial behavior and juvenile delinquency.

Witt, Peter A. (no date). *Re-Examinining the Role of Recreation and Parks in After-School Programs.* Australian Institute of Criminology. Accessed on Internet July 23, 2003.

This paper theorized that recreation and parks can play a role in preventing crime when integrated into after-school programs. After-school activities can provide safe and healthy activities to attract and hold the attention of young people. Recreation can "hook" the children into becoming involved. The paper recommended these qualifications for a successful program: age-appropriate learning activities, a low student-staff ratio, qualified staff, linkages with the regular school programs and with community organizations, safety, a wide range of both structured and unstructured activities, program evaluation, parent involvement, sufficient intensity and duration, and availability of caring, committed and qualified adults.

Appendix B – Summaries of Arts/Culture evidence

Arts Education Partnership. (2002). *Critical Links: Learning in the Arts and Students Academic and Social Development.*

A report published by the Arts Education Partnership (AEP) reviews 62 studies on the value of art education. The studies and essays find that important links between learning in the arts and cognitive capacities and motivations that underlie academic achievement and effective social behavior. The following articles related to youth antisocial behavior are reviewed in the report.

- A study conducted in the juvenile detention centers by Kennedy (1998) reveals that musical performance coupled with cognitive strategies improves self-efficacy and self-esteem in at-risk youth. In addition, the study illustrates that "efficacy of musical education" on the therapeutic goals of selected population of at-risk students. (Kennedy, 1998)

- A study surveyed 40 students at risk for high school dropout. In the survey, 41% said that they stayed in school because they liked the arts and music, and some of them said that they want to go on in an arts field. However, in the interview, 83% of students answered that the arts course influenced them to stay in school, and 23% said that it influences on job opportunities. (Barry et al, 1990)

- A longitudinal study with sample size of 390 students from grade 7th through grade 12th found that students who involved in extracurricular activities such as the arts and sports are less likely to drop out of school comparing with those who were not involved in extracurricular activities. At the high school level, there was a significant effect showing that students who dropped out were more likely to have no involvement in extracurricular arts activities than those who have arts involvement. (Mahoney and Cairns, no date)

Clawson, H. and Kathleen, C. (2001). The YouthARTS Development Project. The Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Three arts-based youth programs under the *YouthARTS Development Project* were initiated in each Atlanta, Portland, and San Antonio in 1995. Each program was designed to provide youth involved in delinquency with various art instructions and job trainings. In the evaluation of each programs, the authors found that youth at-risk who participated in the arts programs experienced benefits stretching beyond

improved arts skills. The youth also exhibited enhanced communication skills with adults and their peers, a greater ability to work on tasks from start to finish and to work as a team, increased self-esteem, and a better attitude toward school. More importantly, there was a significant drop in frequency of delinquent behavior and court referrals for participating youth compared with non-participating youth. New court referrals also declined.

Executive Summary of Arts Council England. (2003). *Addressing Youth Offending: Arts Council England's Contribution to the Splash Extra Programme 2002.* The Arts Council England.

Summer Extra Splash 2002 in the U.K. provided young people in high street crime areas with various summer activities including outdoor adventure, arts, media, vocational training and volunteering during the summer time in an attempt to reduce street crimes. The programs were successfully targeted to youth in high crime neighborhoods and urban centers. Qualitative data shows that arts activities gave young people a sense of pride and achievement, motivated young people who were often difficult to motivate, changed group dynamics based on aggression and conflict to a more supportive atmosphere, and allowed participants to explore personal issues through activities such as story-telling. In addition, the program was very effective in juvenile crime reduction even long after it was finished. For example, there was a significant crime reduction in the areas that ran the program compared with the areas that did not run the program.

- In Avon and Somerset, 31 % reduction in the areas that ran the program, compared with a 56 % increase in the areas where did not run.
- In South Yorkshire, 17 % reduction in the areas with the program, compared with a 62 % increase in the areas without the program.
- The Metropolitan Policy and the West Midlands, where have the largest robbery problems, reported 33 % less crimes over the summer.

Marcia R. Chaiken. (2000). *Violent Neighborhoods, Violent Kids*. The Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Using the data from LINC, a research center, Marcia R. Chaiken found that youth programs designed to improve cognitive, social skills are effective at reducing or prevent juvenile delinquency. The programs that include arts, drama, computer graphic, radio and television broadcast tend to improve youth's cognitive and social skills. According to the LINC, boys involved in these programs reported fewer delinquent acts. More specifically, the participants committed, on average, approximately five times fewer property crimes and six times fewer delinquent acts.

McArthur, D., Law, S.A., (1996), *The Arts and Prosocial Impact Study: A Review of Current Programs and Literature.* RAND, DRU-1457-LADCA

A review of over 200 arts programs designed to reduce antisocial behavior in youth and literature, found that few programs provided a good quality evaluation of their outcomes due to various reasons: a tight budget for programs, a lack of experience of conducting evaluation and a lack of information sharing. The study emphasizes that conducting a good quality evaluation is important because it can help build better arts intervention programs in the future, and provide justification for public funding.

McArthur, D., Stone, A., Law, S.A., Moini, J. (1997). *The Arts and Prosocial Impact Study: An Examination of Best Practices.* RAND, DRU-1686-LADCA.

This is a second part of the *Arts and Prosocial Impact Study* based on data from the first part of study. This study found that there are key similarities and differences among the arts programs. One of key similarities is that each program exhibited the inspired leadership. The leaders of the programs were highly committed to their programs and passionate about their missions to provide at-risk youth with a mean to a better life. One of key differences is that each program has different organizational structure of the arts interventions. For example, each program focus on serving different aged children and youth. Another key difference is that each program focuses on different types of artistic disciplines. Some programs focus on traditional "fine arts" while others focus on less traditional art forms such as animation, storytelling and circus. In addition, the study examined the features of excellent programs such as program evaluation, work skill training, life skill training, time-spent in program, training in the arts discipline, complementary services, enabling services, organizational networks, mentorship and incentive and rewards.

McArthur, D., Stone, A., Bikson, T., Moini, J. (1998). *The Arts and Prosocial Impact Study: Program Characteristics and Prosocial Effects.* RAND, DRU-1887-LADCA.

A third part of study found that serious artistic instruction is a necessary program feature for fine arts interventions to promote prosocial development in youth. However, it is not sufficient for effecting prosocial change within the arts intervention settings. Beside the artistic instruction, the study found that there are important program features strongly associated with prosocial impact. The important program features are extended time-in program; complementary program components such as counseling, sports, tutoring and computer labs; ties with other community organizations such as schools, other arts organizations, youth service agencies, and community centers; youth mentoring opportunities; and an emphasis on performance and presentation.

Hillman, G. (no date). *Arts programs for Juvenile Offenders in Detention and Corrections: A Guide to Promising Practices.* The Office of Juvenile Justice and Delinquency Prevention (OJJDP): The National Endowment for the Arts.

In his review of the arts programs for juvenile offenders in detention and corrections, Grady Hillman introduces the six arts programs in different cities that have been successful in reducing antisocial behavior of youth at-risk through improving youth's

cognitive, linguistic, social and civic development. Among six programs, however, only one program, "Experimental Gallery" was evaluated by researchers from the University of Washington. According to the evaluation, students in this program achieve their learning goals, improve their incident rate of misbehavior by 75 % and are 50 % less likely to reoffend.

Woody, R.H. (1998). *Music in the Education of Young Adolescents.* Middle School Journal, vol 29, no.5.

The author cites evidence from research by a Florida Department of Education Study that the arts help youth at-risk stay in school. In the study that surveyed at-risk students enrolled in arts classes, a majority of the students indicated that their participation in the arts influenced their decision to stay in school. The benefits that these students gain from participating in the arts include hand-on involvement, opportunities for individual expression, pride in creative accomplishment, and an environment of high standards and expectations. The research concluded that "the arts can be a powerful vehicle for motivating the student at risk to remain in school.